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ABSTRACT

This document contains 41 case studies submitted to the Appalachian Adult Education Center by the staffs of four projects demonstrating library services to disadvantaged adults, in cooperation with adult basic education programs. Included in each case study is the coping skill area in which an individual need was recognized and met through the provision of appropriate library materials and services. The coping skill areas cover human relationships, career planning, home management, leisure, recreation, self understanding, religion, education, ethnic studies, drug abuse, health, legal aid, sexual relationships, and many other aspects of human life. (Author/CH)

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Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University
Morehead, Kentucky

Library-ABE Projects

CASE STUDIES

Demonstration Centers

Birmingham, Alabama
Ann Gwin, Project Director

Floyd County, Kentucky
Roland Jones, Project Director

Columbia, South Carolina
Eunice McMillian, Project Director

Wayne, Cabell, and Putnam Counties, West Virginia
Phyllis MacVicar, Project Coordinator

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Introduction

Because much of library services' impact on human lives cannot be assessed with statistical measures alone, the Appalachian Adult Education Center instructs its project directors to submit case studies, describing what has happened to individuals as a result of their obtaining library services. The following are the case studies submitted to the AAEC by the staffs of four projects demonstrating library services to disadvantaged and undereducated adults, in cooperation with adult basic education programs. Included above each case study is the coping skill area (or areas) in which an individual need was recognized and met through the provision of appropriate library materials and services.

Case Study 1: Self: Ethnic Studies; Relating to Others: Communication

Joseph, 39 years old, single and a veteran, has worked as a janitor, a construction worker, a house painter, and a warehouse packer. He now attends the adult learning center to help him in the industrial training course he will complete soon.

Joseph is black, and most of his reading has been done in black culture. He said that books "helped me to broaden my understanding of different things in life, helps me to understand some of the problems of life and how other people have learned from them. I've always liked to read. It helps me with my vocabulary. Also helps me to be able to talk about different things." He is particularly interested in all the library's selections about and by MLK. Joseph is very concerned for other people, and his readings in black culture seem to have given him a deeper insight and understanding, as well as pride, in his people's history and culture.

Case Study 2: Relating to Others: Communication; Jobs: Finding a Job

Mrs. W. is a black 30 year old ABE student. During the first semester of the library/ABE project, she was very shy, but through the open book talks we had at her center, she finally began to express herself, and stated that she was interested in books about integration and jobs. After reading several simple books about jobs, she became enthusiastic about job hunting. As a result of this project, she was able to get a job at one of the motels in town.

Case Study 3: Jobs: Career Planning, Finding a Job, Working Women; Children: Child Development, Child Rearing, Raising Children Alone; Consumer Economics: Banks and Banking, Comparison Buying, Money Management, Insurance

Shirley, a petite black woman who doesn't look her 31 years, is an ABE student at the library project center. Shirley is intelligent and alert, as well as ambitious. A divorcee with five children, Shirley is quite concerned about finding a good job for herself and about helping her children prepare for their futures.

As an aide at the library center, I have helped Shirley find books and materials that might help her toward her goals. We found material for her on one of her goals, to have a small business at home, and she has been investigating that possibility.

Shirley told me that the books have been a great help in raising her children and being head of the household. She feels strongly that she must read to encourage her children to read. Since her children are doing well in school, she is also interested in continuing her education as an example to them. She wants very much to expose her children to a healthy and rewarding environment, and has obtained information from the library on learning experiences for children.

She has checked out and read books on banking, saving money, insurance, and shopping which she says have helped her manage her family's small budget.

Case Study 4: Leisure

Gladys is a 56 year old alcoholic who spends most of her time at the Birmingham City Jail. In the past 25 years, Gladys has been incarcerated 600 times for drunkenness and prostitution.

When she was young, Gladys had married a much older, wealthy man, who died shortly after the wedding. His family offered to give Gladys money over her lifetime or in a lump sum, Gladys chose the latter, and the money was quickly gone. People who know her say that when she was young, she was very attractive and very much a party girl, but when the money was gone and she was alone, she became a prostitute and an alcoholic. Although the Rehabilitation Center has tried to help her, they have failed.

When the library staff enter the jail cell, Gladys is the first one to approach us--her glasses on and her arms full of books. She gets angry when the other inmates start choosing the books before she has a chance to pick the good ones. She averages reading a book a day. Gladys loves to read, she reads many kinds of books, but her favorites are mysteries and love stories. She has also done quite a lot of reading in coping skill areas. The books obviously make Gladys' frequent jail visits a little more pleasurable and educational.

Case Study 5: Jobs: Finding a Job, Holding a Job; Children: Adolescence

Ola Mae is 46, married, and has six children, four of whom are teenagers. She completed the 7th grade but had to quit school to help around the farm. The major part of her working career has been as a waitress, but she would like to change jobs, and has read the library's selections on finding and coping with various kinds of employment.

She had not read any books prior to the project, nor had she been in a library. She now has a library card and visits the library frequently. She seems to enjoy just coming in and looking at the books on the shelves, and is fascinated by the card catalog. "You can find anything in here," she said. She read Between Parent and Teenager, and felt that she should have had this book years ago, because she learned from it more about her teen-age children and began to understand them better. She attended most of the library's speakers' programs, and said that she learned much from the speaker whose topic was "Sex and Sex Information."

Case Study 6: Leisure: Hobbies; Transportation: Cars

Eddie is an interesting 18-year old who loves everything about automobiles, hot rods, and racing. He came into the project library almost every night to see what we had new in his field, and to tell us about the progress he was making in rebuilding his '58 Chevy. Having dropped out of school in the tenth grade, Eddie said that he did not care much for reading, but I observed that he always looked at everything we had on cars. He even suggested some books that we should acquire in this area.

Eddie was thrilled with them, and came back several times later to say how helpful they were in his project of rebuilding his car.

After this experience, he began using his library card more often and has been reading materials on other subjects.

Case Study 7: Relating to Others: Communication, Getting Along with Others; Self: Changing Yourself, Personal Adjustment, Personal Problem Solving, Self Understanding

Linda, a white teacher coordinator for the library project, was assigned to three centers as a team partner with another staff member. For awhile, there were problems with her and her team-mate. Although Linda is full of creative ideas, she could not seem to express them without insulting her co-worker, and arguments between them were frequent. After the argument, Linda always felt very depressed and thought that she could never do anything right.

I encouraged her to read some books in the library on self-understanding and relating to other people. She checked out many, including I'm OK, You're OK, Positive Thinking, Human Relations, and Social Adjustment. In addition, she joined two group therapy courses.

Both the bibliotherapy and group therapy have helped. She has gained confidence in herself, is able to adjust in different situations, able to express negative feelings without causing arguments, is able to control her emotions more effectively, and seems more understanding of other people. And she has established the library habit, so that when a problem arises, she finds and reads materials that deal with that problem and with suggested ways of solving it.

Case Study 8: Leisure; Self: Church, Self Esteem

Mrs. S. is an elderly black lady, an ABE student at the library project center. She lives with her sister--they both live on social security alone--at the high rise for senior citizens. Mrs. S's only preoccupation is her church, and she has always wanted to be a leader in the church or the Sunday School. But because the church literature was always beyond her reading level, she was always denied a leadership position. The ABE-Library project gave Mrs. S. access to easily comprehensible religious materials, which she began using at her church and Sunday School meetings. She began taking a more active part in planning and giving programs, and was recently elected Chairman of her Sunday School. She said that this was the proudest day of her life, and that the project materials had made it possible for her.

Case Study 9: Education: Programs for Adults

Mr. B., a 55-year old black man, is a truck driver who attends the ABE/Library project classes whenever he is in town. When Mr. B. first enrolled in the class, he was interested only in improving his reading and writing, using only his classroom workbooks. After the center was given permission to purchase instructional materials for adult basic students, he checked out several of the easier ones, which he said helped him master reading, writing, and math skills more quickly. Several months later he came into class full of enthusiasm--he had written his first letter to his mother.

Case Study 10: Education: Locating Information, Programs for Adults; Community: Keeping Informed

Ray, a Viet Nam veteran, is married, 36 years old, and has three children. He quit school in the 10th grade to help the family earn money. Ray is the library project's most active current event reader. He also feels that the library's materials have helped him make A's in his ABE classes. His vocabulary has improved tremendously, and he has learned to use reference indices, read maps, and use the card catalog.

Case Study 11: Education: Career Planning; Self: Meaning of Life

Mike, twenty, is one of the young men who visit the library from the Correctional Center. Mike is very quiet but alert and intelligent, and is adamant in his search for knowledge and for materials to get that knowledge.

Mike is interested in psychology and theology, and wants to know how they are related. Mike says he is displeased with American society, that we put emphasis on the wrong things, and care too much for material things. Mike thinks that Americans are selfish, bullheaded, and prejudiced, and therefore unable to communicate and love each other. He thinks everyone should read more, that reading will help us to understand ourselves and each other better. Mike wants to share his beliefs with others, and is very serious about his reading, which he thinks will help him to more intelligently communicate his beliefs. After he finishes his sentence, he wants to go to college, to go deeper into his personal philosophy, and to prepare for his future. The books, he says, have broadened his own insights into the world and into people, and have strengthened his ambitions and his beliefs in peace and love.

Case Study 12: Leisure: Hobbies; Self: Ethnic Studies; Family: Home Management; Children

Mrs. S. attended school for ten years, then dropped out to marry and start a family. She is the mother of ten children. Her hobbies are working with vacation Bible schools, Bible classes, ceramic work, and reading to children in her community. This school year, Mrs. S. has checked out 44 books through the ABE/Library program -- Bible stories, religious materials, books on black history and culture, and cook books. I asked her how she felt about the library program. "The library helps me a great deal in my reading, pronouncing, and spelling, and gives me courage to read in church and Sunday School and to the children and every day. It really opened my eyes to face people more than I had. I am happy I met this library system."

Case Study 13: Education: Programs for Adults; Health: Drug Abuse; Self: Ethnic Studies

Mr. N. is 32 years old and single. He dropped out of high school in the tenth grade, and is now employed as a nursing assistant at a local hospital. He comes to ABE because he wants a high school equivalency diploma. He says the material that he has checked out from the ABE/Library has helped him in his study of math and English, and that the material on drugs has helped him to understand the drug problem and problems that develop through the use of drugs. He has read several books on black culture and appears to want to better understand himself and the world.

Case Study 14: Family; Health; Advocacy: Legal Aid; Relating to Others

Barbara is a seventeen year old who seems to crave love and attention but doesn't know exactly how to get it. She has no friends in her peer group, and often talks about instances of not getting along with people.

She has checked out many books from our library project on many varied subjects--mysteries, sewing, homemaking, crafts, art, drugs, and fiction. But she usually told me a lot about each subject before taking the books. Only recently did she begin to ask for information which she needed for more knowledge about herself--family life, sex, health, and getting along with people.

Having attended all of the programs in the project library series this year, Barbara's favorites were those presented by a representative from the Legal Aid Society, a gynecologist (who spoke on attitudes toward sex), and a policeman,who spoke on drugs. Barbara said that from the information which she received from the Legal Aid Society, she was able to get several questions answered which were very important to her.

Barbara seems to have found a warm, friendly, safe place to "hang out" in the project library. She comes each evening. On several occasions, she has been seen at the public library. She said she started going there often after her first visit with her ABE class.

Case Study 15: Jobs: Assessing Your Own Skills, Talents, and Interests; Leisure: Hobbies

Carl loves animals, and his favorite reading is animal stories. I asked him why: "I think they are interesting to learn about and find out their ways. This way I learn how to draw them. Been drawing ever since I was in the third or fourth grade. The art books have learned me how to draw better. I want to show my art in a museum. If I'm not in the mood, I can't draw. I feel real good when I draw something right. After you finish drawing something right, it feels real to you. I'm happier when I'm drawing than any other time. I never been able to read well, reading better now. Can't always remember what I read, but the more I read the more I find out."

Carl is a slow reader, but is always reading something. He has read all our easy reading books on animals and on art.

Case Study 16: Family: Home Management

Mrs. R., a black middle aged lady, has been in ABE for three years, and says that, since the library project began, she has finally gotten in a program that is really helpful to her. She had never done much reading before, but started going to the library and checking out pamphlets about household items, housework, and meal planning. She said that now she has more time to help her children and to spend with her husband because of the information she received through the ABE/library project materials.

Case Study 17: Self: Ethnic Studies; Education

Willie is 22 years old, and has been in ABE for seven months. He works the night shift at a pipe factory, and is a practicing minister in his spare time. Willie is very dedicated to bettering himself and believes that books have really motivated him in his work.

When Willie first came to ABE classes, he had a lot of trouble with his work. He couldn't subtract, for example, and knew very little about grammar. But he had a tremendous vocabulary, and could articulate abstract ideas easily.

Even in the beginning, Willie was eager to read everything he could get his hands on. He was especially interested in biographies of famous blacks--George Washington Carver, Wilt Chamberlain, and Malcolm X,--and could tell all about the book in great detail when he had finished it. He also read many books on Martin Luther King, Jr., whom he had known personally and respected greatly. He was interested in Malcolm X, because he, like Willie, had taught himself without much formal education. Willie also kept several dictionaries checked out for his use at home.

Willie's strong ambitions have been stimulated by the books he has read this year. He has decided that he can and must go to college, and is using books to help him prepare for this, as well as to enrich his life now. He often verbalizes his enthusiasm and love for books.

Case Study 18: Self: Ethnic Studies; Health: Drug Abuse; Children: Child Development, Child Health Care, Child Rearing, Raising Children Alone; Family: Divorces and Separations, Marriage Roles, Sexual Relations, Unwed Parents; Jobs

Cleo, 18 years old, is single and has two children. She had dropped out of high school in the ninth grade because she was pregnant, and has attended adult classes for three years. Before the Library/ABE project, however, her reading materials consisted of magazines like Jet, Ebony, Black Stars, and Tan, but since the project, her selections have expanded and varied.

Cleo thinks the library is something we should have had a long time ago, because she says it is interesting, and that most people do not stop to read. Since the books were available it seemed to make reading easy, she said, and helped her to learn more on her own. As a result of the project, she has learned a lot of things she did not know before. She was particularly touched by the book Jubilee, a story of slavery.

She told us that she had also learned a lot from her readings about medicine and drugs, about how to care for her young children, and about jobs. The library speaker, a marriage counselor, helped her, she said, to have more positive attitudes about getting married again, and made her less guilty about her divorce.

Case Study 19: Self: Self Esteem; Leisure: Handicrafts

Mrs. M. is a forty-year old widow who dropped out of school in the eighth grade because of family hardship. Early in the ABE semester, Mrs. M. displayed an extreme lack of self-confidence. She later explained that her visits to the public library, the bookmobile visits, and the concern shown by the personnel in these activities helped her overcome this handicap.

Mrs. M. was especially interested in sewing and crocheting. She studied many books selected from the bookmobile and presented her teacher with one of the most beautiful shawls any member of the class had ever seen. The class praised her highly on her newly-acquired skills. This praise was a great boost to her morale.

Case Study 20: Family: Home Management, Decorating, House Cleaning

Patty is a very shy girl, only 16 years old. She came to the ABE/Library project for several weeks, and didn't have anything to say. When we finally encouraged her to talk to us, she told us she was getting married. She called later to ask us to save the county newspaper for her-she wanted to see her name in the marriage license applications. Then she came in, wanting to know how to make a meatloaf for her new husband. She started checking out cookbooks, decorating books, and sewing books. She doesn't act shy when she visits the library anymore, and is very happy about the things she is learning to do as a housewife.

Case Study 21: Relating to Others: Communication; Self: Self Esteem

A Spanish-speaking girl from Mexico City, Maria came to the United States as a tourist and met and married her husband, a U.S. native. She is here on visa but eventually wants to get her citizenship. Maria is enrolled in ABE to learn to speak and read English better. Having been in this country only one year--she did not know any English when she came--Maria is still very shy about going out in public, and has become very dependent on the library project staff for her sources of information and referral.

At first she would not go to the public library alone, but after a project staff member went with her several times, she began to go by herself. After her first trip alone, she came by to tell us about it and show us the books she had gotten. As a result of the friendship shown her, Maria has gained confidence in herself as a person and as a member of the new community. On the last night of ABE class, Maria came into the library to thank the staff for helping her and for the confidence they showed in her. She said that if she ever really learned English, she would have the library/ABE project staff to thank.

Case Study 22: Leisure: Astrology, Recreation

Mr. H. is a 55-year old white man who comes to the ABE/Library Center on his motorcycle. Mr. H's thing is fishing, so he was happy to get the fishing books we ordered for him on his reading level (7th grade). He has also recently gotten into astronomy, and has read several easy-reading books on the planets.

Case Study 23: Self: Ethnic Studies; Family: Cooking, Decorating; Leisure: Sewing

"Living conditions in Camp Hill was hard for colored," Mrs. T. explained. "Slavery was abolished, but you would have sworn it wasn't."

Mrs. T. finished high school in 1923, and attended Tuskegee Institute for one year, where she studied sociology. In 1925, she married, and has been a domestic worker ever since. She is now in the ABE/Library project: "I go to school to morely educate myself, because, education, you never get enough."

During the year, Mrs. T. checked out 57 books, on black culture, cooking, decorating, and coping skills. Mrs. T's instructor said of her that she had a "nimble mind" and was "many-sided," and Mrs. T. herself said of the library project: "During this session of school, we have been blessed with the service of free library books. The books I have read are very good. But I liked the black history of my people the best. Why? Because it gave me thoughts to be proud about. Next was the sewing instruction books. I read several of them, and they are all interesting and helpful. Thanks for the use of them, and I will pray that God will continue to bless us with such a wonderful program."

Case Study 24: Leisure

Pete, a WIN student, was so timid that the first few times he came to the library, he would go back as far as he could from all the others, and wait until the van loaded to go back to ABE class. On one trip, he saw the country and western records. He began checking them out, and has gradually gotten more interested in other materials, especially magazines and books about cars.

Case Study 25: Self: Self Understanding, Superstition

After Marie checked out Foxfire from the ABE/Library Center where she attends class, she told me the book reminded her of her childhood. Marie is 43 now, and as a child she lived deep in the woods in what is now a popular fishing area. She went to school until she was in the tenth grade, but even then only went 2 or 3 days a week because she had to do the washing, a twice-a-week, all day event with a scrub board and water carried from the creek.

Marie has always enjoyed reading. As a child she read by the light of the fireplace. She told me about her grandmother who could "talk fire out of burns" and her brother, who can get rid of warts. "Sometimes," she said, "my children think I'm a witch. I know things before they happen." She is reading books on the occult and ESP, trying to understand the unusual experiences she seems to have. I think the books are helping her cope with her feelings of fear about these things.

Case Study 26: Education: Programs for Adults; Self: Ethnic Studies; Jobs: Upgrading on a Job

Mrs. J. is 45 years old, black, and does domestic work. She quit school after the third grade because she had to go to work, but is now in the adult education/library program. She has been in adult basic education for three years, and says that this year, with the library materials and programs, has made the biggest difference. She can now read and write and answer the telephone and take messages for her

employer, something she was always afraid to do before. She gives the ABE/Library project credit for her increased reading ability. Although she had gone to ABE classes to learn to read and write, she had not done well because she had no reading material on which to practice her skills. The program made available to her magazines, books on black studies, and Bible stories, all of which she was interested in reading. Now she spends her leisure time reading not only for practice but for pleasure and information as well. "Reading and having the materials to read is great," she said, adding that the praise, confidence, and raise from her employer since she learned to take messages, were great too.

Case Study 27: Self: Self Esteem; Education

Linda is a twenty year old housewife and mother of one child. Linda's greatest accomplishment in the ABE/Library project seems to be her increased self confidence and self esteem. She gives the ABE Library staff credit for guiding her toward the habit of reading. Before the introduction to the library staff and services, her reading was limited to "True Story" type magazines. Now she reads light fiction, historical novels, news magazines, and many other kinds of books and magazines which she thinks help her in her daily life.

Case Study 28: Self: Church, Self Esteem

Mr. P. is a 40 year old black man who is a learner in the morning class at the ABE/Library Center. For a time, Mr. P. was only interested in improving his reading and writing, and was not interested in any library materials. I introduced him to the easy-reading Bible stories, which he learned to read himself and then read to his Sunday School class. He was very proud to be able to find something that he was interested in and could read.

Case Study 29: Self: Self Esteem; Education: Programs for Adults

Judy S. is 42 years old. She lives alone in the "Central City" housing project near the ABE/Library Center and attends the morning class there. Because she is a polio victim confined to a wheelchair, the ABE teachers found that she was very unsure of herself in class, was difficult to motivate, and seemed to be making little progress. About a month ago, Judy checked out the New Readers Press book David: From Shepherd Boy to King. Because of her love for this Bible story, Judy became determined to learn to read this book on her own. She began bringing the book to class and working on individual chapters, learning the words she didn't know and taking the book home to re-read the chapters which she had mastered. After completing this book, she took out Ruth: A Great Love Story, and began working on it. These books gave Judy a short term goal that she could work for in class, and the positive feedback she needed. Now she is not only determined to learn to read all the Bible stories, but other kinds of books as well.

Case Study 30: Self: Ethnic Studies, ESP; Health: Home Remedies, Medicinal Herbs

Steve is a 16 year old ABE student who, in the course of the Library ABE project, has really gotten "hooked on books." He is interested in many things. He says he has experienced unusual happenings, and has read all the library's materials on the occult and psychic phenomena to try to understand these occurrences.

Steve lives with his mother in a cabin in the woods, and is involved in his own study of plants, using materials from the library. He is particularly interested in medicinal herbs, and says he is learning to identify them as they grow near his house.

Steve's mother is Cherokee Indian, and Steve has read and shared with her the library materials on Indian history and culture.

I find myself constantly looking for books in other areas that might interest Steve. He is always excited about a new subject, a new author, or a new idea.

Case Study 31: Children: Child Rearing; Self: Self Esteem, Self Understanding

Elaine, black and 30 years old, was until recently only interested in books on romance and sex. But when she discovered the library's collection of children's books and books about raising children, she read them, and said they had really helped her with her "kids." She also told us that since she has been in the Library project, she hasn't been so shy anymore. She really liked the library's speaker on "Human Relations," which she said had helped her understand herself better.

Case Study 32: Education; Self: Ethnic Studies, Self Understanding; Leisure: Cultural Activities, Handicrafts; Family: Home Management

Helen is a very smart young lady of 32, who passed her GED, and took nurse's training in the WAC's. She has continued to take adult education courses and to study. Helen was distressed that this library project may not return next year. She said that she had thoroughly enjoyed all the lectures, and that she had always enjoyed reading but had not done much reading in several years because books were not available to her. During the project, however, she has read many things, on art, music, psychology, crafts, homemaking, and black studies. As a result of the project, Helen says that she plans to use her library card more in the future.

Case Study 33: Self: Ethnic Studies; Jobs

Richard is black, 23, and is currently a patient at the State Mental Hospital, where he is enrolled in adult education. When the Library ABE project began, Richard was not interested in anything except black history, but after reading the library's selections in that area, he began reading materials on a variety of subjects. Richard was suspended from his ABE class for misconduct, but he has continued to use the library frequently. He wants to be a carpenter, and has checked out all the library's books on carpentry. He has commented several times that the library project has provided for him a variety of easy readers on subjects that he is interested in.

Case Study 34: Health: Drug Abuse; Education; Leisure

Johnny is a young hippie type, who, in the beginning of the ABE/Library project, only read materials on drugs and on modern political thought. After using the library regularly for several months, however, his interests broadened to include history, fiction, and modern poetry. He has commented, on more than one occasion, about how much he has learned in his readings from the library.

Case Study 35: Education; Leisure

Rosa is a 19 year old black female who is currently enrolled in adult education. Even before the Library/ABE project, she was an active user of the library, but was only interested in romance and sex novels. During the course of the project, she became more interested in other subjects, checking out 4 or 5 books each day.

Case Study 36: Community: Keeping Informed; Relating to Others: Communication; Education: Programs for Adults; Self: Self Esteem

Mrs. R. is a black 37-year old who enrolled in ABE to learn to read newspapers, magazines, and books so she could join in conversations on current events and many other topics she felt uncomfortable with. Although she had been in ABE for some time, she was never satisfied with her reading speed or with the kind of information she was getting. With the advent of the project, she began regularly checking out books and other materials on a variety of subjects, and stated herself not long ago that she is now able to converse on more different subjects and is able to express herself much better than she ever has before.

Case Study 37: Health: Handicapped, Mental and Physical; Jobs: Career Planning

Rose is an adult student whose husband has been disabled since 1967. She has checked out and read many books on the psychological and physical care of the handicapped, which she says have not only helped her to understand and take better care of her husband, but have encouraged her to enroll in a training program in the care of the handicapped.

Case Study 38: Children: Babysitting

Mrs. K., a white lady in her sixties, keeps her two grandchildren, ages 6 and 8, while her daughter works. Mrs. K., who is trying to improve her reading in ABE classes, says that although she loves keeping the children--that it makes her feel useful--she never knew quite what to do with them. Because she is crippled, she cannot take them out to play, and they get very bored in their small apartment. When the ABE/Library project staff discovered Mrs. K and her problem, they began delivering books to her through the bookmobile. Mrs. K reads on a seventh grade level, so she could easily read to the grandchildren the children's books they liked. Mrs. K told us that she reads to them every afternoon, that they are much happier staying with her, and that they are becoming increasingly interested in reading.

Case Study 39: Jobs; Transportation: Car Repair

Mr. J. is a middle-aged man who, even with a full-time job, had trouble providing for his wife and six children. He enrolled in adult education classes, but never used the library because he was convinced there was nothing there for him. But when Mr. J. expressed an interest in auto mechanics, the library staff purchased several books on auto repair which Mr. J. checked out and read enthusiastically. Before long, he was able to supplement his family income by doing car repairs for himself and for other people.

Case Study 40: Education

Mrs. P., a black female in her late forties, has done domestic work all her life. She had checked out only a few books, returning them with little comment, when I suggested she try Meet Andrew Jackson, an easy reader with large bold print and many sketches. When I saw her two weeks later, she was all excited about the book, and could talk of nothing else but how hard Andrew Jackson had worked to study and learn. She asked if she could keep it a little longer so she could finish reading it a second time. When I saw her again, she was still carrying the book and still talking about Andrew Jackson. She seemed so attached to this book that I suggested she might keep it for her own. "Lord yes, honey, I really would like to keep Old Andy. He was so smart and worked so hard."

Case Study 41: Leisure: Handicrafts; Education

Brenda is a twenty-two year old only child whose parents are both alcoholics. Her father is always cruel after drinking, and is now ill and should not drink at all.

After an early, unsuccessful marriage, Brenda is trying to succeed for herself and her 18 month old boy. Brenda's mother keeps him while Brenda works as a waitress and attends ABE.

Brenda said that she enjoyed the needlecraft books particularly because she likes to crochet and knit for relaxation when she has free time. She was pleased with the patterns in one of the GOOD HOUSEKEEPING NEEDLECRAFT books which we obtained especially for her. Her other reading interests include mysteries and light romances.

Because of the extra reports and study which she was able to do in the project library, Brenda made better grades in her ABE courses last semester.